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ABSTRACT

Instructional design as a discipline is currently experiencing rapid expansion on a variety of fronts: theoretical, technological, philosophical, and in the spheres of practice. This book is about changing design theory and practice to meet the challenges of this growth in the particular area of adult learning. The six chapters address the following topics: (1) the rationale for a new approach to instructional design; (2) an overview of this new approach, the Systematic Training Design (STD); (3) the effects of learner background characteristics on training outcomes with specific discussion of age, education and training experience, and work history; (4) the role of learner attitudes as predictors of effective training, especially in terms of their roles as motivators; (5) the role of the work environment in training, with an emphasis on organizational climate; and (6) the theoretical and practical positions developed by summarizing the recommendations for designing instruction to promote knowledge gains, attitude changes, and near and far transfer of training. The appendices include descriptions of three training programs; an overview of the research process and the measurement of variables; and the path diagrams and their supporting data. (Contains 161 references.) (JLB)

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